Our school at a glance

Students

Enrolment at Dalmeny PS increased, by the end of the year, to 788 students. There were 423 boys and 365 girls in 32 classes, including two support classes. Average class sizes were:

- Kindergarten: 20.8 students per class
- Year 1: 21.0
- Year 2: 23.8
- Year 3/4: 28.9
- Year 5/6: 30.5

93.1% of students attended school on average each school day.

Staff

Dalmeny PS has 45 teaching members of staff and 6 permanent non-teaching staff.

All of our teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

In addition to our daily quality classroom experiences the school ran a number of programs providing increased learning opportunities for students. These included:

- a popular five week Kindergarten orientation and transition program;
- Tournament of the Minds experiences for gifted and talented students and participation in various external academic competitions;
- programs for students with additional learning needs. This included a review of our processes for students in our support classes;
- student leadership and well-being programs including the continuation of the School Chaplaincy student welfare program;
- Multicultural Education and Aboriginal Education programs;
- sport, performing arts, public speaking and environmental education programs;
- an increasing range of technology programs;
- Reading Recovery programs for identified Year 1 students;
- citizenship opportunities including Anzac Day and Remembrance Day services, maintaining links with the past;
- student participation in a range of excursions linked to teaching programs. Senior students participated in overnight excursions to Berry Sport and Recreation camp; and
- the introduction of an on-site Before and After School Care program.

Student achievement in 2008

Literacy – NAPLAN Year 3 and Year 5

82% of Year 3 students scored within the top four bands of the National Reading Assessment – our best result to date.

73% of Year 5 students scored within the top four bands of the National Reading Assessment.

Numeracy – NAPLAN Year 3 and Year 5

81% of Year 3 students scored within the top four bands of the National Numeracy Assessment.

68% of Year 5 students scored within the top four bands of the National Numeracy Assessment – our best result to date.

Principal's message

Dalmeny Public School has continued to experience rapid growth as we welcome new families and staff into our learning community.

We aim to provide quality learning opportunities for all students within a positive, safe and supportive learning environment. Our school works toward promoting:

- **A Positive Climate for Learning** – we are building a climate where students are actively involved in their learning and enjoy being at school. Our students are encouraged to strive for their best and are acknowledged for their successes;
- **Quality Teaching** – we provide a balanced, comprehensive and rewarding curriculum with a focus on literacy and numeracy skill development and the widest range of other learning opportunities possible;
- **Caring** – we care for people and especially our students through respect, effective learning programs and a positive approach to good discipline; and
- **Communication** – we are building a school where parents are actively involved in the life of the school and both know and support what is going on.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

David Eggins
P&C message

Our school enjoys the support of the wider community. Involvement in school life includes:

- participation in the Parents and Citizens (P&C) Association. Parents have worked to raise funds for school resources to benefit students and their learning. Our major projects this year were to complete the air conditioning of all classrooms and to raise funds for the establishment of play equipment and soft-fall area for students in the Support Unit and for younger children at our school. On-going consultation has provided valuable feedback on the review and implementation of school policies and procedures;
- provision of classroom support and the processing of resources for the school library;
- participation in parent workshop sessions, information evenings and parent-teacher interviews; and
- feedback through newsletters, surveys and student reports.

Jocelyne Habbous       P&C president

Student representative's message

In 2008 the SRC continued its active role in the school. At our planning day in Term 1 we analysed the current issues within the school and set goals for the year.

Senior SRC students assisted the K-2 teachers at the Easter Hat Parade and raised money for Stewart House. Later in the year, money boxes were made by each class and filled to assist the Westmead Childrens Hospital.

A highlight of the year was the opportunity to attend the Disability Expo at Minto where we assisted the students from the Support Unit as they participated in the exciting activities.

SRC Executive

Student enrolment profile

Enrolments have continued to increase. Our school enjoys a diverse cultural population with 68% of students coming from non-English speaking backgrounds.

![Student enrolment profile chart]

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>93.0</td>
<td>93.8</td>
<td>93.8</td>
</tr>
<tr>
<td>2006</td>
<td>94.1</td>
<td>94.2</td>
<td>94.0</td>
</tr>
<tr>
<td>2007</td>
<td>93.5</td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2008</td>
<td>93.1</td>
<td>94.3</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Student attendance profile

Our attendance rate this year is below that of the region and the state. These figures have been influenced by a number of students who have accompanied parents on extended overseas visits.

Regular attendance is encouraged. Support from the Home School Liaison Officer (HSLO) is offered to families where attendance at school is a concern. Students who demonstrate excellent attendance are recognised throughout the year.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>93.0</td>
<td>93.8</td>
<td>93.8</td>
</tr>
<tr>
<td>2006</td>
<td>94.1</td>
<td>94.2</td>
<td>94.0</td>
</tr>
<tr>
<td>2007</td>
<td>93.5</td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2008</td>
<td>93.1</td>
<td>94.3</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1T</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>
Structure of classes

In 2008 we formed 29 K-6 classes. The multi-aged classes, Yr 4/5 and Yr 5/6 are composed of students identified as independent learners achieving at or beyond the grade standard. All other K-6 classes are parallel, comprising students with a range of achievement levels.

The two Support Unit (IO) classes are a district resource. These classes may receive student enrolments from outside the school's local enrolment area.

Our classes provide a balanced and comprehensive program of learning experiences across each of the Key Learning Areas. Teachers work collaboratively in their grade teaching team to coordinate the organisation of the curriculum within school and departmental guidelines. This includes cooperative planning and teaching with the Support Teacher (Learning) and ESL (English as a Second Language) teachers.

Literacy and numeracy sessions are an integral aspect of class programs each day. All students participate in a wide range of activities including library/information skills, fitness, child protection, public speaking and sport.

Staff information

Staff establishment

Our staff members are highly collaborative and committed professionals who approach their teaching with skill, care and dedication.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>26</td>
</tr>
<tr>
<td>Relief from Face to Face Teachers</td>
<td>2.4</td>
</tr>
<tr>
<td>Support Unit Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.8</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teachers of ESL</td>
<td>3.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>3 d/wk</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

Staff retention

In line with high student growth our teaching staff increased by an additional four classroom teachers. Due to a number of staff on maternity leave there was an increase in the number of temporary teachers. One teacher gained a promotion to another school.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.7%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. The balance carried forward contains funds to meet unpaid commitments and long term asset replacement.

Date of financial summary: 30/11/2008

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>287,859.57</td>
</tr>
<tr>
<td>Global funds</td>
<td>270,223.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>159,606.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>172,356.72</td>
</tr>
<tr>
<td>Interest</td>
<td>17,271.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>55,226.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>962,546.17</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>76,626.51</td>
</tr>
<tr>
<td>Excursions</td>
<td>53,295.10</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>52,856.33</td>
</tr>
<tr>
<td>Library</td>
<td>8,721.75</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>253,899.21</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>102,932.33</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>70,248.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>42,092.02</td>
</tr>
<tr>
<td>Maintenance</td>
<td>32,313.75</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>54,124.43</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16,727.28</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>763,837.26</strong></td>
</tr>
</tbody>
</table>

Balance carried forward                  | 198,708.91

Income and expenditure includes the costs associated with air conditioning eight classrooms, paid for through P&C organised fundraising. The school received $14,000 from the hire of the hall. Tied fund expenditure in 2008 included funds to build two covered outdoor learning areas (COLAs) as part of the Federal Government ‘Investing in Our Schools’ program.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the Parents and Citizens' Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts

Our school community is developing a strong emphasis on the performing and visual arts. Highlights of our programs this year included:

- the senior school dance group performing at the Western Liverpool Public Schools Festival of the Performing Arts. This group also performed with our junior dance group at our Presentation Day assembly;
- the school choir performing at the Festival and at our Presentation Day assembly;
- involvement in the district public speaking finals, winning the Stage 2 section and gaining the runner-up position for the Stage 1 section and participation in the Multicultural Perspectives public speaking competition;
- all students participating in class items at school assemblies and creative and performing arts sessions each week; and
- 16 students participated in the regional Talented Young Artists program held at Fairfield High School.

Sport

We are building a tradition of participation and success in sport. Highlights this year included:

- gaining 3rd position at both Liverpool PSSA Zone Athletics and Cross Country carnivals;
- being champion school in the Brett Hodgson Shield and the West Leagues All-Schools Open Age Div. A Rugby League championships;
- being joint premiers of interschool PSSA Jnr and Snr Newcombeball, Snr Oztag, and Jnr Cricket;
- continued high levels of participation at in-school sport and fitness activities. This year also saw the introduction of a skipping competition to encourage active lifestyles;
- holding our first school swimming carnival with high student involvement. Two students went on to represent at the Zone Carnival;
- increased student representation at zone level for athletics and cross country. 10 students also represented South Western Sydney Region at state PSSA level; and
- high levels of student participation in the Active After School Sports Program.
Academic

In the National Assessment Program for Literacy and Numeracy (NAPLAN), the results for Year 3 students are reported on a scale from Band 1 to Band 6. Year 5 results are reported on a scale from Band 3 to Band 8. The achievement scale represents increasing levels of demonstrated skills and understandings.

Literacy – NAPLAN Year 3

Reading - 82% of Year 3 students scored in the top four bands compared with 83% for the state. Although this was our school’s best result to date it remains a school development target area for 2009 (page 11).

Writing - 89% of Year 3 students scored in the top four bands compared with 94% for the state. Although this was our school’s best result to date it remains a school development target area for 2009 (page 11).

Literacy – NAPLAN Year 5

Reading - 73% of Year 5 students at Dalmeny PS this year scored in the top four bands compared with 81% for the state. This is a school development target area for 2009 (page 11).

Writing - 78% of Year 5 students at Dalmeny PS this year scored in the top four bands compared with 85% for the state. This is a school development target area for 2009 (page 11).
Progress in literacy

This is measured by matching the results of those students at this school who sat the National Assessment Program in Year 3 and Year 5. Students who changed schools between test dates are not included.

Growth in Reading - The average progress in reading was slightly below the state average this year.

Growth in Writing – The average progress in writing is comparable to last year and continues to be above the state average rate of growth.

Numeracy – NAPLAN Year 3

81% of Year 3 students at Dalmeny PS scored in the top four bands compared with 90% of the state. This is a school development target area for 2009 (page 11).

Numeracy – NAPLAN Year 5

68% of Year 5 students at Dalmeny PS scored in the top four bands compared with 79% of the state. Although this is our school’s best result to date it is a school development target area for 2009 (page 11).
Progress in numeracy

This is measured by matching the results of those students at this school who sat the National Assessment Program in Year 3 and Year 5. Students who changed schools between test dates are not included.

The average progress in numeracy this year was below the state average. This is a school development target area for 2009 (page 10).

Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy at particular ages.

The performance of the students in our school in the National Assessment Program is compared to these minimum standards. The percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in the National Assessment Program

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in the National Assessment Program

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Programs for students with additional educational needs

Our Learning Support Team coordinates a range of programs for identified students in regular classes. Funding support is provided for fourteen students while Learning Assistance Program funding supports a larger number of students.

The Support Teacher Learning and class teachers coordinate these programs, often with the support of a Teachers’ Aide (Special Education).

Our Support Unit comprises two classes of ten students with moderate intellectual disability (IO). Each class has a qualified special education teacher and a full-time Teachers'-Aide. An in-school review of our two Support Classes (IO) provided directions for the implementation of support class programs in 2008. This included:

- the establishment of senior and junior classes each with high expectations;
- increased integration with regular classes and programs including buddy classes and increased involvement in regular class excursions and assemblies;
- the development of Individual Learning Goals and modifications to class programs as proposed by the Regional Disability Programs Consultant; and
- the implementation of a whole school disability awareness program to further increase the school’s culture of inclusion.

Aboriginal education

Our school programs continued to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Acknowledgement of Country is incorporated into each of our school assemblies.

Specific Aboriginal Education programs this year included:

- participation in the Elders program held at Bonnyrigg Public School;
- collaboration between teachers, parents, caregivers and students to establish personalised learning plans for each Aboriginal student; and
- participation in Aboriginal Children’s Day and the ‘A World without Books’ – a program coordinated by the Fred Hollows Foundation as part of Aboriginal Literacy Day.

Our focus for 2009 includes refining personalised learning plans, in collaboration with students and caregivers, to support Aboriginal students in achieving at or beyond grade expectations.
Multicultural education

Our school programs reflect a strong commitment to multicultural education. Our ESL (English as a Second Language) program provides targeted, curriculum-based support for students from non-English speaking backgrounds and assists the school in ensuring our teaching practices are culturally inclusive. The school has a number of staff who are trained Anti-racism contact officers. Continued integration of multicultural education across the Key Learning Areas has occurred throughout the year. The focus for multicultural education in 2009 will include:

- evaluating the success of the explicit program for integrating grammar within literacy;
- supporting non-English speaking background (NESB) students who are gifted and talented; and
- promoting focused grade level ESL programs which support classroom teachers in implementing a range of strategies to further improve student outcomes.

Respect and responsibility

A Positive Learning Environment team was established this year, following an evaluation of student welfare practices at the school in 2007. The team collaboratively identified factors which would promote even more effective learning and student welfare. The areas of quality learning, student welfare, staff welfare and communication were addressed. Surveys, staff meetings and workshops identified a range of issues resulting in:

- refining our Student Welfare policy and practices to enable implementation of a wider range of behaviour management strategies and the development of processes to further recognise and acknowledge positive student behaviour and academic achievement. In 2009 this will include increased collaboration with the Quality Teaching team to further develop teaching and learning strategies;
- implementation of a Calm & Clean playground project with the addition of increased passive areas, space for a wide variety of play activities and a renewed focus on environmental issues; and
- clarification and reinforcement of school rules with an emphasis on core values and respect. This included creating a whole school buddy program, exploring conflict-resolution strategies and refining our anti-bullying procedures.

Our challenge now is to maintain and build on our calm, positive environment. This includes the need to promote a consistent understanding and commitment to the implementation of our Positive Learning Environment focus.

Progress on 2008 targets

Following analysis of our school evaluations in 2007 the areas outlined below were identified as school improvement targets for 2008.

Target 1
To improve student outcomes in Numeracy

Our achievements included:

- the development of a whole school numeracy strategy to be implemented from 2009;
- teacher professional learning on strategies to improve outcomes, particularly in the working mathematically strand of the Mathematics curriculum;
- analysing in-school and NAPLAN data to assess students learning outcomes and indicate the focus for future learning;
- designing and implementing working mathematically in numeracy action research project for Stage 2;
- introducing the Newman’s Error Analysis into daily mathematics lessons and funding numeracy resource kits to improve teaching and learning opportunities in mathematics; and
- designing and implementing a ‘Girls and Numeracy’ project in Year 3 to improve outcomes for girls in working mathematically and number.

Target 2
To improve student literacy outcomes in Writing

Our achievements included:

- implementation of a whole school teacher professional learning focus on the systematic teaching of grammar in a balanced and integrated way through oral language and writing experiences;
- The design of a grade scope and sequence for grammar, linked with written text types;
- improved student outcomes in learning about and learning to use pronouns in writing via the design of assessment tasks based on syllabus outcomes;
- 78% of Year 5 students achieving above the lower two Bands in NAPLAN Writing; and
- 89% of Year 3 students achieving above the lower two Bands in NAPLAN Writing.
**Target 3**

**To improve student literacy outcomes in Reading**

Our achievements included:

- promoting professional learning for teachers in implementing reading and comprehension in classrooms via workshops, team planning and in-school classroom demonstrations;
- implementation of a whole school focus on the systematic teaching of grammar in a balanced and integrated way through oral language and reading experiences;
- analysing NAPLAN data to assess student learning outcomes and determine the focus for future learning;
- 73% of Year 5 students achieving above the lower two Bands in NAPLAN Reading; and
- 82% of Year 3 students achieving above the lower two Bands in NAPLAN Reading.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of School Planning and Creative and Practical Arts.

**Educational and management practice**

**School Planning**

This evaluation was conducted by surveying parents and teachers using the *SchoolMap Best Practice* statements.

**Findings and conclusions**

Parents felt that the school statement of purpose reflects the needs of the students and that school targets improve student learning outcomes.

Teacher responses indicated that there exists a clear link between school targets, improved student learning outcomes and quality teaching and learning.

Teachers and parents believe that priorities and targets give a clear direction for the development and implementation of school programs.

**Future directions**

- Continuing whole school consultation and communication of school targets and priorities; and
- maintaining a focus on quality teaching with a particular emphasis on supporting teacher professional learning.

**Curriculum**

**Creative and Practical Arts**

**Background**

Three areas associated with the teaching of this key learning area were identified for evaluation: school planning, content and organisation; teaching practices; and assessment and reporting.

**Findings and conclusions**

All teachers are familiar with the outcomes and content being taught within the four areas of the Creative and Practical Arts syllabus and value its importance in the curriculum.

While Creative and Practical Arts teaching programs are based on the current syllabus, teachers would like extra support to use a wider variety of strategies and resources.

Most teachers use a range of strategies to assess knowledge, skills and attitudes which result in qualitative and quantitative assessments of student performance.

**Future directions**

- The development of a teacher professional learning focus to support the implementation of a wider variety of teaching strategies;
- updating the scope and sequence for the Creative and Practical Arts, with a particular focus on the Visual Arts;
- the introduction of a whole school Visual Arts Show and increased resources generally for the Creative and Practical Arts;
- the collaborative design of common assessment tasks which enable teachers to provide more precise information on the outcomes being covered; and
- refining the Reporting to Parents comments to help make clearer levels of achievement to parents and students.
Parent, student and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The results of the Quality of School Life student survey, conducted this year by the Student Representative Council (SRC), indicated that students perceive the school culture as positive. Students feel excited about the work that they do, find the work interesting, can learn what they need to know, feel accepted for whom they are and that their teacher helps them to do their best.

A challenge for teaching staff in 2009 is to increase the percentage of students who ‘feel they are a success’ and ‘get along with others’ to over 95%.

Teachers this year evaluated school planning as one of our Key Evaluations. These findings are located on page 10.

Professional learning

During 2008 $24,180 was available to support teacher professional learning (TPL). This averaged at $650 per staff member. The majority of funds were expended in support of the following areas:

- Quality Teaching
- Literacy and Numeracy
- Syllabus implementation
- Leadership and career development including support for early career teachers and
- Student Welfare and Equity

A major TPL project to implement structures to support the teaching accreditation process for beginning teachers was introduced with the assistance of a $10 000 grant from the Australian Government Quality Teaching Program. Professional learning was also conducted at school development days, staff meetings and at regional professional learning sessions.

School development 2009 – 2011

Targets for 2009

Target 1  Numeracy - Increased levels of numeracy achievement

Strategies to achieve this target include:

- implementing the DPS Numeracy Strategy;
- identifying aspects of numeracy underperformance for individual students and groups of students using whole school planning processes;
- implementing teacher professional learning that will increase teachers’ capacity to identify and address student numeracy needs; and
- implementing the Best Start Kindergarten assessment program.

Our success will be measured by:

- the impact of the Numeracy Strategy on teaching programs and student numeracy achievement;
- the proportion of students meeting or exceeding the three highest NAPLAN Bands; and
- the proportion of students achieving syllabus expectations in numeracy.

Target 2  Literacy - Increased levels of literacy achievement

Strategies to achieve this target include:

- implementing the DPS Literacy Strategy;
- identifying aspects of literacy underperformance for individual students and groups of students using whole school planning processes;
- implementing teacher professional learning that will increase teachers’ capacity to identify and address student literacy needs; and
- implementing the Best Start Kindergarten assessment program.

Our success will be measured by:

- the impact of the Literacy Strategy on teaching programs and student literacy achievement;
- the proportion of students meeting or exceeding the three highest NAPLAN Bands; and
- the proportion of students achieving syllabus expectations in literacy.
Target 3 Student Engagement
Responding to student culture and increasing student learning potential

Strategies to achieve this target include:

- strengthening the implementation of focused and proactive student wellbeing approaches;
- maintaining and strengthening home-school partnerships;
- building the school’s capacity to provide high intellectual quality learning opportunities for all students; and
- introducing strategies to improve student attendance rates.

Our success will be measured by:

- quality teaching strategies and higher order thinking opportunities evident in classrooms;
- fewer unjustified absences and late student arrivals to school in the mornings; and
- parents/carers reporting effective relationships with our school.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Jocelyne Habbous P&C Association
Anthony Mazzitelli Deputy Principal
Julie Smith Deputy Principal
Kerrie Flashman Assistant Principal
Cathy Alfaro Assistant Principal
Christine Dashwood Classroom Teacher
Kelly Marshall Classroom Teacher
David Eggins Principal

School contact information

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: